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ABSTRACT

Published 3 times yearly by the ERIC Clearinghouse on Counseling and Personnel Services, CAPS Capsule acquaints the reader with recent projects, meetings, publications and materials which are of interest to those in the helping professions. This issue introduces several new publications offered by CAPS under the name, "The Counselor's S x-Pack." Included in this group are: (1) Communique, a monthly newsletter; (2) Impact, a quarterly magazine for innovation and change in counseling; (3) Access, a successor to IPSI; (4) Special Papers, a series of comprehensive review papers on current interest topics; (5) The Little Annual, a yearly publication describing problem areas and what the counselor can do about them; and CAPS Capsule. Also included in this issue is an article on "Counselor Survival" by Garry Walz; a response by LeRoy Cavnar, State Board of Community Colleges and Occupational Education, Denver, to a previous article on "The New Professionalism;" briefly noted research findings of general audience interest; and listings of materials from other sources. (CJ)

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Fall 1971

Caps Capsule

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VOL. 5 NO. 1 ERIC Counseling and Personnel Services Information Center

The Counselor's Six-Pack

The counselor today is faced with a growing range of problems and concerns. Daily, he must grapple with old problems that have new twists or new concerns for which he has little information or previous experience on which to base his decisions. What he needs is a source of information and ideas to inform him of alternative courses of action and to provide assistance on how to implement them.

In response to this counselor need, the ERIC/CAPS Center has developed a *synergistic information system for counselors.* It provides an efficient, comprehensive, and rapid way of acquainting the counselor with a wide variety of new ideas and approaches that he can use with the problems and concerns that confront him.

The system is composed of six separate elements: *CAPS Capsule, Impact, Communique, Access,* the LITTLE ANNUAL, and special papers. Each element in the system can be used independently. But the real strength of the system is the availability of all six elements, so that the counselor is able to respond effectively to his day-to-day problems, as well as planning for tomorrow. Innovations, new ideas, exemplary programs, the reactions and experiences of practicing counselors, controversial and provocative ideas, and compilation of all the relevant information on topics and designs for action and development—this is the essence of the ERIC/CAPS synergistic information system.

Each of the elements is described below. You will find that each element is a helpful information tool and, together, they become a powerful total information system.

communique

Communique is a news sheet designed especially for school counselors. Because *Communique* is attempting to be current, perhaps even mildly futuristic, the format—like that of a daily newspaper—cannot be limited by topic. Any topic about which there is excitement or should be excitement on the part of practicing school counselors will be included.

The intent of *Communique* is to disseminate to school counselors those research findings, exemplary programs, and practices which will have utility for them. A second emphasis—though less important—will be to provide counselors with the insights and personal conceptualizations that colleagues have found helpful in understanding and dealing with specific problems. Thirdly, the practitioner's views of current societal issues will be explored and reported. Last of all, an attempt will be made to list and clearly describe valuable new materials available to school counselors.

Communique's uniqueness among publications aimed at school counselors will lie not only in the kinds of information presented but also in the way in which the information is presented. *Communique* will be direct, current, precise, personal and free from jargon.

(Prepublication price is $3.00 per year for nine issues)

impact

Impact—a new magazine to be published quarterly—is designed for counselors and student personnel workers in all settings. *Impact* will provide innovative, exciting, and challenging information to its public. Each issue will consist of one major theme article and three or four special interest articles. Self-tests or games will be included as regular features.

Regularly appearing departments—each dealing with specific areas or topics—will also be featured. These departments will keep *Impact* readers informed about such items as news from the counterculture, advance information on significant developments for counselors, and detailed information on innovative and exemplary programs, practices and procedures.

It is also the intent of *Impact* to involve its subscribers as contributors and responders. To this end *Impact* will regularly solicit information and inquiries from subscribers in the form of surveys, ideas, and suggestions for future issues. It will announce and make available ERIC/CAPS topical searches and it will solicit ideas for future searches.

To be an *Impact* subscriber is to be *involved,* for the success of many of *Impact's* departments will depend on subscribers. In keeping with this idea of involvement, *Impact* will sponsor four workshops during the year, which will enlarge upon and supplement a major *Impact* article. Details will be announced in each issue of *Impact.*

The first issue will make its debut in October. If you are not already a subscriber, you should be. *Impact* is a new approach to providing counselors with the information and ideas they must have. If you don't want to miss Volume 1, Number 1 of a classic. . . .

(Prepublication price is $6.00 per year)

In the first issue...

CAREER GUIDANCE

- Eli Ginzberg

- Rate Your Program

- Practices to Adopt

access

IPSI is gone. *Access* has arrived!

Access: Resources for the Helping Professions, is a totally revised volume, based in essence upon the concept which made *IPSI* a valuable searching tool for busy personnel workers.

Like *IPSI, Access* is a well-annotated, extensively cross-referenced bibliography. Unlike *IPSI, Access* includes features which will provide the reader not only with readable information on how to make the most effective use of the materials, but also with information which will be current, interesting and useful. *Access* will feature "mini-searches," which will carry the user through several useful search questions utilizing the materials in *Access*. It will also feature "search aids" which will describe a problem in brief and present the user with suggested descriptors under which to look for document information. It will feature a section of topical analyses, in which selected areas—identified by our staff of information specialists—will be highlighted and discussed. Significant *Access* documents within each area will be noted, enabling readers to see at a glance some of the most current ideas and techniques being put forth in their particular areas of concern.

Like *IPSI, Access* is a semiannual publication which announces, organizes, and annotates selected materials from available sources relevant to counseling and personnel work. Included are materials describing theoretical development; the use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing environmental information; group work and casework; and reports on program development and evaluation.

We at CAPS are pleased with the new look *Access* will be wearing. We are also pleased that the American Personnel and Guidance Association (APGA) will be associated with our Center in the publishing and marketing of *Access.*

Subscriptions to *Access* are available from the Subscriptions Manager, APGA, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. The cost is $18.00 for regular subscriptions, $15.00 for APGA members, and $9.50 for a single issue.

. . .

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Special Papers

Often counselors become aware of an area of research or a new programmatic approach, but lack the time and available information resources needed to thoroughly explore all of the current information related to the new area.

CAPS' special papers, *Personnel Services Reviews,* will be an improved series of comprehensive review papers synthesizing current information on topics of high interest to counselors designed to meet this need. Each *Personnel Services Review* will focus on one high interest topic. The topic may be *practice* oriented, e.g., drug abuse programs, use of mobile services in counseling or career development activities. It may be *research* oriented, e.g., vocational development of women or family influences on student vocational planning. Or it may be *issue* oriented, e.g., future social trends and their impact on counseling services or importance of racial match in counseling.

Each *Personnel Services Review* is intended to help the counselor by providing a comprehensive analysis of the background information needed for designing new counseling programs and practices.

(Priced according to size and format.)

the LITTLE ANNUAL

Once a year CAPS, through its network of field representatives and its ongoing relationships with counselors, will identify the major concerns and questions confronting counselors. Using the full knowledge and retrieval resources of the Center, as well as the expertise of highly selected subject specialists, CAPS is developing an annual which speaks directly to what it is the counselor needs and wants to know.

No theoretical or weighty volume, the CAPS LITTLE ANNUAL will "tell it like it is"—what the problem areas are, what research and experience show the counselor can do, what outcomes can be expected from different approaches, and how the counselor can get started on his new approach(es). Like a consumers' review, the LITTLE ANNUAL can help you make *big* decisions—wouldn't you really like a LITTLE ANNUAL that helps you *do* big.

(Spring 1972 publication, approximate price $5.00)

. . . *and CAPS Capsule*

The more things change, the more they remain the same.

Some would obviously disagree with such a statement. While it is true that *CAPS Capsule* initially shared many similar characteristics with the present format, a number of important developments within ERIC/CAPS have occurred to help us become more responsive to the needs of counselors and personnel workers.

We plan through the present newsletter to continue to inform counselors about the activities of the ERIC/CAPS program. At the same time, we plan to reach out more to learn about counselors' activities and their needs. Through greater interface, we hope to establish more impactful linkages with the knowledge base in the ERIC system and increase in the application of knowledge.

Questions You Always Wanted to Ask But Did Not Know Where or How

This is the theme for a workshop to be conducted by ERIC/CAPS as part of our participation in the annual Michigan Personnel and Guidance Association's convention. This year the meeting will be held in Traverse City on October 29-30. Marlene B. Pringle, Assistant Director for Information Analysis, will be in charge of the workshop and will help those in attendance learn how to retrieve information through the ERIC system.

In addition to the workshop, ERIC/CAPS will staff an educational exhibit booth to acquaint those interested with the CAPS Center and its products.

Volume 5 **Number 1**

CAPS Capsule is a triannual publication of the ERIC Counseling and Personnel Services Information Center. Those interested in being placed on the mailing list may write to:

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ViewPoint

Counselor Survival

In discussions with counselors about the country, I gather that a topic of major concern for all counselors in all segments of the field is the question of continued public support for counselors and counseling services. This is a characteristic response to difficult economic times. There is a tendency for institutions in difficult times to look for ways to economize and to accomplish these economies by reductions in their counseling staff. In many cases, it means not the loss of a position, but rather a change in work responsibilities. School counselors go back to being classroom teachers, and people in student personnel work assume new and varied responsibilities.

This concern for counselor survival is so generally pervasive in the counseling groups I have met with, that I believe it is possible to characterize the responses by placing them in four major response groups. The first response I would call the *studying response.* Basic to this approach is the notion that we need more information on how the public views counselors and what it is they want counselors to do differently. Apparent in this approach is the notion that if we can more accurately learn what it is that administrators, the public, and students desire on the part of counselors, then we can develop roles and appropriate counselor behaviors which will bring about greater economic and public support.

The second approach could be called *improving the counselor image.* This approach emphasizes that the counselor needs a new public image. The thought is that counselors are delivering their services, but that the public is generally unaware of both their potential and actual delivery of services. Therefore, through the use of "PR" type approaches, the idea is "let's get the word out to the public."

The third approach is the development of *political action groups* whose major intention is to bring about greater support for counseling services through the use of political contacts. Highly varied in approach and emphasis, this response typically involves both internal activity (e.g., working within teacher associations and teacher unions) as well as more overt action in dealing with legislative bodies and committees.

The fourth approach can probably best be described as an *increased sharing of professional practices.* The rationale behind this approach is that greater support and understanding for counselor services can be obtained if each program is, in fact, more effective in delivering the basic objectives of the program. It is assumed that this approach will provide a larger body of satisfied clients who will in various ways indicate and act upon their favorable feelings regarding the counseling program.

Needless to say, these approaches are not mutually exclusive. Some states, for instance, are increasing dues to their state guidance and personnel associations with the specific intention of adopting one or more of the approaches described above. It is apparent, for instance, that further study may reveal many needs and interests of the greater public to which counselors are not responding. Nor have we generally been very successful in communicating to the public what it is that counselors and counseling programs are all about. Political activity on the part of the counselor is frequently sparse and ineffective; only rarely is there consertive action to share the best practices and procedures developed by counselors throughout the country. To attempt, therefore, to do something involving the elements of all four of these approaches "can't be all bad."

Perhaps most basic is that we are experiencing a crisis in public confidence regarding what it is that we can do and whether it really does make a difference. There also is a questioning among ourselves of whether we are going to be able to do what most of us believe we can do that is vital to the development of the potential of young and old alike.

Such a crisis frequently results in flight or fight. Frequently professional groups either ignore the challenge or undertake pitched battles to consolidate and maintain their position and behavior.

There is, I believe, an unusual opportunity in the present crisis of survival for us to basically review the counseling rationale and the delivery on that rationale by counselors throughout the country. Crises are a time of great personal and group trauma. They are also the time when the institutions that survive do so because they are able to undertake and implement major changes and new emphases to bring those institutions more in line with the needs of the times. It behooves us, as we deal with our crisis, to avoid a "psychology of more" where we emphasize the need for more counselors, more support, and more of what we have already done.

The most fundamental and meaningful of the approaches which are now being utilized is that approach which seeks to more effectively disseminate and utilize the best in our practices and programs. There is much in counseling today which is atavistic and no longer relevant to the needs of young people in our society. There is also much that is exciting, impactful, and of great substance.

Our greatest challenge is to develop a *new* mix of old and new practices with an emphasis on the greater utilization of those practices which are, in fact, impactful and can *also* win a broad base of public support. ■

Gary R. Walz

Comments?

If you have any comments or criticisms regarding this publication, we would be happy to hear from you. Address any reactions to *CAPS Capsule,* School of Education, The University of Michigan, Ann Arbor, Michigan 48104.

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References in this publication that have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, the following information must be furnished.

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FeedBack

In the Spring 1971 issue of CAPS Capsule, CAPS Director, Dr. Garry Walz, wrote about The New Professionalism. *In this issue, LeRoy Cavnar, Supervisor of Guidance and Counseling, Division of Occupational Education, State Board of Community Colleges and Occupational Education in Denver, Colorado, responds.*

In "The New Professionalism", Garry Walz has redefined in modern terms, principles that have long been accessible to the counseling world. The greatest counselor ever known practiced, and left for mankind to practice, a broad base of significant behavioral factors guaranteed to help counselors help people *where people are.* Unfortunately, however, the processes of the recent decade have largely ignored those common sense factors.

The counseling office syndrome has given only lip service to individual plans while strongly contending the need for professional gains. Meanwhile, the target (planned) has not moved, but neither have we. Perhaps most unfortunate is the fact that too few of the counselor educators, the "skilled craftsmen" who produce our counseling weapons and ammunition, have sought out the means to improve their own skills and products. The ethereal ACES and ASCA standards perpetuate the four-walls syndrome, yet the action is in the no-wal's area.

Counselors can only be effective when they go to where the clients are, and work with them in that environment. And they can only be effective in that environment when they are members of a team that is fully prepared to carry through energetically to meet the needs of those whose needs have been too long unmet. Counselors cannot operate in a separate environment, nor do they really need to know classroom procedure. They do need to know people who work in those classrooms and training facilities, and know them in an intimate working relationship. They do need to know what makes the community tick, and this means knowing the needs of the business and political community. They do need to know the biases and prejudices operating in the community, and they do need to know how to seek out those other helpers who can minimize or prevent the effects of such biases. Also, they need to quit hiding behind the administrative structure and become highly visible in the environment where they are needed. The structure can be changed when results are shown.

Experiences of the new counselors in Colorado's community colleges and area vocational schools have proved without a doubt that an activist and outreach orientation is the most important phase of the new professionalism. Meeting and working with people on their own ground—an open environment—has shaken many of the traditional counseling values and built new and relevant values for the "now" needs. Such active outreach has opened eyes, and forced cooperative efforts with other helpers so that met needs have become highly visible. There is no set pattern—simply help people in whatever way they need help, using all resources necessary. The end result, among others, is satisfactory employment, a chance to be a human being, and the knowledge that somebody cares. The counselor's accountability is clearly shown and, heretical though it may seem, several of these counselors have minimum, if any, academic credentials. You, dear leader, may rest assured that this has shaken up some of the "old pros" and shown the way for "the new professionalism."

School counselors at all levels can and must become active in the new outreach field. Gone are the days when counselors counseled "robots" into college because it's the only way to be somebody. Thousands of those "robots" are unemployed Ph.D.'s today. Unemployment and dissatisfaction have a way of pumping feelings and other human qualities into such mechanistic monsters, and the collective sounds of a new-found humanness are now being heard throughout the land. The corollary factor, that of paying too little attention to the needs of those who "aren't college material" and also neglecting the accompanying needs of skills required in industry, has also produced a harsh set of sounds also being heard throughout the land. The new professional can be the instrument to still this cacaphony of shame.

Jesus endowed this "new professionalism" nearly two thousand years ago. Happily, the rediscovery is coming out into the open where counselors can practice what they preach—deal with it. If counseling is to survive as a profession, it must do so in terms of His highly workable processes which were freely given and often quoted, but rarely—until now—practiced. He said, "Go ye therefore into all the world. . . ." We no longer have time to fool around debating the issue. ■

The editors of CAPS Capsule *encourage response to this column and related subjects.*

Believe It or Not

1. White females expect to marry younger than black females, and white females desire five or more children while black females expect to have only two children.
2. More black females than white planned on additional education after high school.
3. Presentation of occupational information will have no influence on the aspirations of lower middle class students from rural, suburban and urban schools.
4. Although participation in Neighborhood Youth Corps out-of-school programs reduces rate of arrests, youth are not equipped for jobs that pay enough to make criminal activity less attractive.
5. Neighborhood Youth Corps out-of-school projects in urban areas are reaching only a low proportion of impoverished white youth.
6. Placement of 20 minority group children in low income minority group foster homes proved highly successful in terms of adjustment in the family and modification of the child's behavior.
7. Classess in which the teacher's race differs from that of the pupils' create a positive situation, which aids in pupil motivation.
8. A rating of 12 values by both blacks and whites showed that the actual differences in beliefs are considerably less than the perceived differences.

Check the following sources for further information on these items.

1 & 2) ED 040 771 MF-$0.65 HC-$3.29.
3) ED 041 093 MF-$0.65 HC-Not available from EDRS.
4 & 5) ED 040 279 MF-$0.65 HC-Available from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. (LI .39/3:13, $0.60)
6) *Child Welfare,* 1970, 49(5), pp. 246-271.
7) *Elementary School Journal,* 1970, 70(7), pp. 373-377.
8) ED 040 222 MF-$0.65 HC-$3.29

(See the EDRS ordering instructions elsewhere in this issue.)

ReCaps

A sizeable contingent from CAPS attended the biennial Canadian Guidance and Counselling Association Convention, May 30-June 2, 1971 in Toronto, Canada. Dr. Walz brought greetings to C.G.C.A. from the American Personnel and Guidance Association. The ERIC staff conducted a workshop on the ERIC information system and came back with some interesting impressions. Our staff felt that the Canadian counselors were quite serious-minded as evidenced by the widespread note-taking. There was an atmosphere of enthusiasm and optimism which conveyed the impression that they felt their goals were within reach, and that counselors would be able to get things done.

The conference was very well organized and systematic; also conference abstracts were brief, but informative—together, these items suggest that the Association is growing in professional stature and influence. Just as their American counterparts, Canadians share the concerns of developing innovative approaches in career development and working with populations from disadvantaged backgrounds—particularly rural and Indian groups.

Since Canadian counselors hold their conferences every two years, we wonder in what way the time differential contributes to the obvious seriousness in obtaining new information. It was also apparent that Canadians are not deficient in social skills as they conducted a number of delightful social affairs.

□

It's no secret that career guidance is drawing a lot of interest these days. Witness. Instead of the expected 75 participants, over 175 conferees attended a one day Career Development Workshop presented by the Michigan Vocational Guidance Association (MVGA) May 20-21! The conference was funded by the Michigan State Department of Education through the Macomb Intermediate School District.

According to conference planners, including Don Harrison of the CAPS staff (and president of MVGA), the mood of the participants was to obtain "hands on" information—that is, information that could be readily adopted in their home situation.

Although Dr. Juliet Miller of the CAPS staff and Dr. William Brigham, President of the National Vocational Guidance Association, were the principal consultants, local resource-consultants from school districts and community organizations demonstrated—through slides, film strips, instructional materials, and role playing—career development approaches that were being practiced in their own situations. These included simulation, computer assisted counseling, and group and peer counseling.

Members of the planning committee for MVGA's Career Development Workshop get together to share the success of the day. They are (l. to r.) Ronald Pollack, Sally Spedding, Thelma Vriend, John Jablonsky, and Don Harrison.

As time passes and ERIC grows, we at ERIC/CAPS see ourselves as a key resource for developing areas in guidance. So we've jumped on the "career guidance bandwagon" (or are we the carrot in front of the horse?). In any case, we're geared to move. That's what brought us into the co-sponsorship of a recent two week workshop. Here we saw the opportunity to get involved in a local effort to increase the knowledge base of people who deal in career counseling.

The workshop, held in conjunction with the Monroe County (Michigan) Intermediate School District, included an opportunity to visit area industry to find out firsthand what opportunities are available within the educational district.

Each of the 25 participants in the workshop learned about ERIC while developing a paper to assist them in establishing more effective career development for the students in their own programs.

A followup conference will be held in December of this year.

□

Moving slightly west to Kalamazoo, CAPS participated in a "drive-in" conference, directed by John Webber, Vice-President of Post High School Counselors for the American School Counselors Association (ASCA) and co-sponsored by ASCA. The May conference drew community college counselors in the Michigan, Indiana, and Illinois area. The theme was "Innovative Programs in Career and Vocational Counseling."

Among the presentations was a speech by Juliet Miller on "The Ultimate in Present Day Career Counseling." Following Dr. Miller's presentation were speeches by Howard Hughes on "Computer Based Career Counseling," Richard DeCosmo on "Career Counseling with Adults—Women," George Gangloff on "Group Procedures and Career Counseling," and Dr. Robert Campbell on "Applications of the Systems Approach to Career Development Programs."

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Gentlemen:

Please send us information on materials available for use with a Head Start Center staff consisting mainly of low-income non-professionals. I am interested in hearing of the experience of similar programs who use aides at the preschool level for various helping functions.
Any helpful material will be greatly appreciated as we are striving for a happy cooperative staff, functioning to the best of their ability.

Sincerely,

Jane Doe
Child Development Center, Inc.
Little Burg, U. S. A.

Dear Ms. Doe,

In answer to your request of April 7, 1971, I have done a partial search of the journal Research in Education. *To search the literature, I used the subject terms Preschool Education, Non-professional Personnel, Volunteers, and Paraprofessional School Personnel. Enclosed are copies of four resumes representative of the literature in the area.*
A more thorough search could be done using Current Index to Journals in Education *and* Integrated Personnel Services Index *(now* ACCESS*); however, ERIC/CAPS is not equipped to handle search requests.*
ERIC was designed to be a self-retrieval system which is quick and easy to use. I suggest that you contact your state board of education or the director of research in the Office of Education regional office serving your area for the location of the ERIC collection nearest you. Also, libraries in Little Burg may carry the ERIC journals.
Good luck in your search.

RESUMES

Freund, Janet W., Comp. *A Guide for Co-Ordinators of Volunteers and Volunteer Services in Schools.* (ED 031 447 MF-$0.65 HC-$6.58) This manual describes volunteer service where older citizens form a "talent pool" to work to enrich the curriculum and to motivate children's interest and effort.

Boger, Robert P., and Others. *Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report.* (ED 044 168 MF-$0.65 HC-$6.58) Improvement in language performance, intellectual performance, self concept development, and mother-child interaction resulted from the program.

Furuno, Setsu, and Connor, Angie. *Use of Nonprofessional Personnel for Health Screening of Head Start Children.* (ED 040 469 MF-$0.65 HC-$3.29) With little training, aides can be useful in doing health screening under supervision by a nurse, relieving an acute shortage of medical and nursing personnel.

Community Cooperative Nursery School, Menlo Park, California. *A Preschool Program Involving Mothers as Organizers, Helpers and Decision Makers. Model Programs—Childhood Education.* (ED 045 222 MF-$0.65 HC-Not available from EDRS)

(See EDRS ordering instructions elsewhere in this issue.)

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CORRECTION

The editors of *CAPS Capsule* would like to correct an error made in the last issue of our newsletter. A quote from Dr. Bardwick was stated incorrectly on page 7. It should have read, "If women do participate in non-traditional roles, all members of a family will undergo new stresses because tasks have to be done and there are no norms for sharing feminine tasks."

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